

L A M B D A

Laurentian University • Université Laurentienne

VOL. 2 — No. 4

Sudbury, Canada

April 18 Avril, 1962

Intermediate Champs Third Year in a Row!



FRONT ROW, left to right—Ken Ross (captain), Pat Gibson, Arvin Kyer, Gary Scott. STANDING left to right—Skip Sellerey (coach), John Costigan, Bob "Squirrel" Pella, Sam Sawyer, John Wilson. (Missing on photo — Bob Evans).

With the basketball season finished, the team for the first time really is able to sit back, and pat themselves on the back, and they just might be entitled to be proud of their work as they impressively finished the season with a 22-1 record. Of course a word of thanks must be said for the L.U. cheerleaders and the student body for their unfaltering support and to the Helpert's Pistons and Mr. Terry Stewart who provided us with many thrills. They were more dramatic than we were and should have won some consolation prize for being second best. A few words should be said of the various members of our club for all those interested: Bob "The Squirrel" Pella, in some quarters, was regarded as the best centre in the league. His versatility and aggressiveness made him a worthy opponent on the court and in the social circles alike.

When matters become too tough for Bob, the "Ship" has been proud to rely upon the "Man with the Hands" John Wilson. John has often proven his ability under the boards; no doubt, L.U. can count on even better performances from "Big John" next year.

Perhaps one of the more pleasant surprises, for the University were the sterling performances of the "Killer" himself Arvin Kyer from Queenaway. Arvin started the year off on a big hooping spree (a mighty 18

points against Helperts in our first victory of the season) and never looked back.

They said Sam Sawyer couldn't survive another season of ball; but before making any rash conclusions, just look at Sam. Whatever you conclude, don't be too critical of Sam. The team is apt to make Sam an honorary member of the "Varsity" club next year—the required qualifications being durability, willingness, and most of all more spirit, desire and determination than any other member of the team.

To John Costigan, I would like to add my congratulations for services rendered for another year. The J.C. has provided crowds here in Sudbury, Oshawa, Windsor, and other northern centres with many thrills—the most exciting thrill I witnessed was a sunken peg-shot from mid-court in the Scollard Hall gym some time ago. Since then, he has come down to earth but still continues to be as unpredictable and zany as ever. We understand that the next one is a boy or else some one in that household is getting "it". Good Luck Pat, three times and you're out.

Pat Gibson was the newest addition to the team. According to Pat, he realizes he has a lot to learn about the game, but at game time admits to himself that he has a big edge over the other fellows because of his versatility, and overall abilities

in all sports he engages in. This summer I believe it is tennis for the champ and Miss A-2-Z—Boy . . . am I glad it's not me!

Gary Scott when the gang got rough, came out of retirement to help dramatize the season's end. In the final game of the season against Helperts, Mr. "External Affairs" came through with the assurance goal to end a fine season's work.

Of Bob Evans, not too much need be said. In the "Waterloo" victory, he was instrumental and

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New U. of S. Pres. has extensive background

Rev. Oscar Boily, S.J. was succeeded as president of the University of Sudbury by Rev. Lucien Matte, S.J. Father Boily has retired from the field of education because of ill health.

Father Matte is a native of Quebec City, but has for the past 17 years been in Ethiopia, where he established the University College of Addis Ababa at the request of Emperor Haile Selassie. He became its first president in 1950.

Father Matte received his BA and MA degrees in General Arts and Philosophy respectively, from Laval University. He joined the staff of the University of Montreal where he obtained his L.Sc. and M.Sc. before returning to Laval to earn his Ed.M.

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NOUS DEVRIONS ETRE - 200 NOUS NE SOMMES QUE - 90 POURQUOI?

Nous savons que les 70,000 habitants anglophones de la région de Sudbury ont fourni 70 étudiants en 1961 à l'Université Laurentienne. La population Canadienne-française avec un effectif de 40,000 habitants devrait fournir 40 étudiants à l'Université. Comme l'Université Laurentienne dessert toute la population francophone du Nord-Ontario, elle devrait normalement recevoir 40 étudiants des 40,000 Canadiens-français de l'extérieur de Sudbury. Cette année seulement 20 étudiants canadiens-français sont inscrits en 1ère à l'Université. On devrait normalement en compter 80. Compte tenu des difficultés financières pour les étudiants provenant de l'extérieur, il devrait y avoir un total d'environ 200 étudiants canadiens-français à l'Université alors que nous ne sommes actuellement que 90 Canadiens-Français.

(Une enquête sérieuse: pp. 4 et 5)

LE CONSEIL REFUSE LAURENTIANA '62

LAMBDA apprenait, il y a quelque temps, que Laurentiana '61 avait été refusé par le Conseil de l'AGE. Dernièrement, le Conseil de l'AGE a aussi décidé de discontinuer la production de l'album-souvenir de 1962.

L'éditeur nous a communiqué que la production de Laurentiana '62 avançait rapidement et qu'il aurait été possible de la terminer pour livraison en septembre. Par ailleurs, le gérant de bureau de publicité a dit qu'il était pratiquement impossible de soumettre le nombre requis d'annonces pour la date limite, vu les problèmes de l'AGE avec Laurentiana '61.

On sait que Laurentiana '61 était prêt en janvier, mais que le Conseil de l'AGE et les autorités de l'Université ont conjointement refusé d'accepter cet album, qui était une injustice flagrante envers l'Université et ses étudiants. L'imprimeur américain n'a montré aucun souci de produire un album qui soit selon les standards de personnes qui se respectent. De plus, les erreurs innombrables de français dans cet album rendent impossible la présentation de ce livre au public ou aux annonceurs.

A la suite de cette deuxième annulation de contrat, le Conseil de l'AGE a recommandé au comité des publications, de produire, l'an prochain, une édition qui couvrirait les trois dernières années, soit 61 - 62 - 63! Avec l'expérience acquise par les années passées, le Président nous a assuré production certaine de Laurentiana '63 . . . et ce qui est encore mieux, LIVRAISON!!!

PRéfants sont désireux de converser en français

Encore une fois, j'suis en maudit . . .

Cà surprend personne, j'suis toujours en maudit . . .

C'est d'ailleurs pour ça que personne n'est d'accord avec mes propos . . . belligérants!

Par exemple ce soir. Un Anglais sort du bureau de L'AGEULS. Au seuil de la porte il lance un "bonsolr" à accent britannique. Ceci après une longue conversation, en anglais, avec un bon nord-ontarien bilingue . . .

Aussitôt je lui renvoie son bonsolr, en hultant, fripon que je suis, son accent britannique!

Et aussitôt je me fais dire de ne pas me moquer . . . par ce flon bilingue . . .

Car il ne faudrait pas, je suppose, que l'Anglais se rende compte qu'un Canayen se moque impunément de lui . . . si généreux après tout. Car enfin de compte n'a-t-il pas fait le généreux effort de s'abaisser à notre bas niveau en sortant?

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PRESIDENT'S CORNER

IN THIS COLUMN, I WISH TO EXPRESS MY PERSONAL OPINIONS ON MATTERS CONCERNING LAURENTIAN UNIVERSITY AND ITS STUDENTS. THE FRENCH COLUMN WILL BE ENTITLED "ET VOUS?" AND WILL NOT REPEAT WHAT HAS ALREADY BEEN SAID IN ENGLISH.

THE SGA COUNCIL IS NOW WELL PREPARED FOR EFFICIENT OPERATION STARTING IN SEPTEMBER. WE HAVE LEARNED CONSIDERABLY FROM THE BITTER EXPERIENCES OF THIS PAST YEAR, AND WILL CERTAINLY NOT REPEAT THEM.

I SINCERELY HOPE, FOR THE SAKE OF ALL OF US, THAT EVERYONE WHO HAS ALREADY BEEN ELECTED WILL CONTINUE WORKING WITH THE SGA IN SEPTEMBER. LET'S NOT REPEAT LAST YEAR'S SAD EXPERIENCE WHEN, IN SEPTEMBER, HALF OF THE MEMBERS OF THE COUNCIL HANDED IN THEIR RESIGNATION.

THE OPPORTUNITY IS OURS, BUT SO IS THE RESPONSABILITY!

FOR THOSE INTERESTED, THE TOTAL ESTIMATED EXPENDITURES FOR NEXT YEAR AMOUNT TO \$11,946.00 . . . WE ARE TO ASK THE BOARD OF GOVERNORS FOR A SUBSIDY OF \$1,446.00, AND IT IS MOST PROBABLE THAT WE WILL BE FINANCIALLY INDEPENDENT NEXT YEAR . . . THAT IS, BROADLY SPEAKING!!!!

I HOPE THAT EVERYONE WHO STAYS WITH US NEXT YEAR, WILL HELP US TO PUT THIS LARGE SUM OF MONEY TO GOOD USE.

I WISH TO TAKE THIS OPPORTUNITY TO WISH EVERYONE PLEASANT SUMMER HOLIDAYS . . . AND EMPLOYMENT!!!

Gerry Janneteau

An interview with Dean Regimbal

by Gary Scott - Sports Editor

The meaning of the word play, says Dean Regimbal, has lost its true meaning in today's society. It has connotations of childhood behaviour or is connected with an escape or moments of relaxation from the doldrums of routine existence of the working man. But looking at play in its broadest sense on a philosophical level, it is in the very nature of man, the same as breathing or eating. It is in these times of leisure that man can evaluate himself, not only as a practical being slaving eight hours a day, but as a man with a meaning and essence.

Sport, like music, drama, debating etc., falls under the species of play. It has its place, as Dean Regimbal points out, in the integral life of a man by functioning to round out and perfect the total man. Sport as a thing in itself has its own rewards. It develops our muscles and organs which need exercise if they are to perform their proper function. By participating in sports one can have satisfaction by learning its rules and effecting its end, by just learning to play well. It broadens your scope by finding the meaning of organization and team effort. It helps to build confidence, integrity and endurance. In sports participation you are either building your character or destroying it.

SPORTS PROGRAMME AT THE UNIVERSITY

In university, the emphasis is on the academic or at least it should be. However if we included all the universities (and in particular American universities) we may have a new definition of a university. Sport has to be integrated with the academic standard. It must be an asset to the university, not a distraction. It must be meaningful.

and integrated spiritually and intellectually and physically in that order. A disproportion or a demotion of this order says Dean Regimbal is an immoral act.

Sport at university can provide the proper balance for the integration of the total man. There should be sufficient sports so that each individual can have a chance at participation. No man is purely an intellectual or spiritual being, even a student at Laurentian. Emotions and

feelings cannot be allowed to build continually but need an outlet in some field of recreation. By providing this outlet, it acts as an aide to man's academic endeavours. It leaves him free to concentrate.

Sport can also work toward moral and religious ends if it is seen as a valuable asset in the integration of the whole man by the attributes its conditions. No man starts however to build a structure of himself with a weak foundation, no matter which way the structure points or where it is situated. I leave you with a biting comment by Dean Regimbal—"YOU CAN'T BUILD VIRTUOUS IN A SLUM!"

Intramural Hockey Ending for '61 - '62

After the regular season ended a few weeks ago the respective standings were, 1st—U. of S. Lions with 21 points; U. of S. Wildcats with 7 points and U. of S. Tigers with 7 points and the Huntington Hurricanes with 5 points. The sudden-death semifinals saw the U. of S. Wildcats and the powerful U. of S. Lions eliminated from competition. The U. of S. Tigers and the Huntington Hurricanes went on to the finals in which Hurricanes and Tigers tied the first game. Hurricanes won the second and Tigers the third, tying the series at 3 points apiece in the best-of-five affair.

Although tempers flared on the ice surface, much of what it had hoped for at the outset of the season was generally accomplished. As a recreational program it provided the much-needed exercise for the underdeveloped and overweight players. The league provided a foundation for a better relationship among students. The league provided many of the players with an asset to their resumes. It also provided a social outlet for students during the winter months.

brought up in the dressing room to dislocated knees and stitch-requiring cuts.

League President Mr. Val Arena wishes to express his thanks to the referee corps headed by Henry Brown and Bernie Leblanc and to Mr. Tony Demarco for his donation of the league trophy. It is hoped that the league will enjoy continued seasons of success.

VARSITY BASKETBALL

(Continued from page 1)

also won the game on his "blind" shot—Too bad he couldn't go blind more often on the foul line? Bob continued to "pull through" during the whole series with Helperts.

Of "Butch" Bouchard, we can only say that we enjoyed very much having 'Butch' on the team for the short time he played with us. On behalf of his colleagues, I would like to wish our bilingual "ami" the best of luck in the years to come.

Ken Ross would like to add that on behalf of the team, a good time was had by all.

Next year, Gary Scott and myself, who are not planning on returning to L.U., would like to wish the team the best of luck in their social and academic endeavours in the year to come.

Bonne Chance!

KEN ROSS

Ce que tout étudiant devrait ignorer de 'Feminibus'

Dans le pur Québec, les frères (prononcez: 'fraïres') m'ont appris que les femmes étaient sources de mal. Mon esprit étudiant y trouvait motif substantiel à relâcher de plus belles satans en jupons, comme à douze ans, je m'endormais sur un roman à l'index. On m'a aussi appris que la voisine avait des notes supérieures aux miennes à cause de la majoration du barème, phénomène connu sous le nom de "Notes de soeur"; car, ajoutait-on en silence, la femme est inférieure à l'homme, c'est écrit dans la bible.

Quand je mis les pieds dans cette université où l'on voit tout en double: deux langues, deux religions, deux sexes—impressions de dualité confirmées par certains coquetails: on voit bien tout en double—mon scepticisme radical en face de la mise en garde de mes maîtres tomba. Les femmes c'est le mal.

C'est ainsi que j'ai de mauvaises pensées. Quand, par exemple, je pousse l'ascèse jusqu'à vouloir suivre un cours du matin, et qu'une tête ébouriffée par une nuit d'efforts... intellectuels me bouche l'horizon, j'ai des envies de meurtre. Ou bien, quand un minois féminin me grimace un sourire, je me prends à détester l'amabilité. De même que je déteste la littérature quand une étudiante m'en parle. (C'est bien mais ça finit mal).

Et je maudis l'éducation pour le sexe soi-disant faible quand je me vois pris à cuire ma popote. Tous les péchés capitaux y passent, y compris l'avarice qui me fait calculer mentalement le nombre de cigarettes on peut fumer avec les économies de rouge à lèvres, de poudre, de mascara... quelle mascarade!

Tous les péchés, sauf le pire (dixit le fraïre, toujours): celui de la chair. J'ai voulu, quelquefois au sortir d'un cours de philosophie, vérifier la surabondance de l'être, grâce à ces charmantes compagnes et je n'ai pu soupçonner la perfection que par l'imperfection. Et je la soupçonnais fortement, car l'imperfection était toute là. Il y a les quatre reines, bien sûr, mais les autres? N'était-ce la crainte d'avoir trop de candidates, je suggérerais le couronnement d'une "Miss Plaque à Repasser".

Chaque médaille a son revers: cela lutte contre la surpopulation. Les femmes sauveraient-elles le monde? Eve leur a pourtant appris autre chose.

Une chose cependant: comment les statistiques peuvent-elles dire que 75% des étudiantes d'université se cherchent un mari? Les "fraïres" avaient-ils raison aussi en disant que nos consœurs nous sont inférieures?

MICHEL

QUIT BEING HIGH SCHOOL

Past issues of Lambda have carried letters from indignant students complaining about attendance being taken. They felt that this was an unthinkable thing to do in university, that it belonged only in a high school. THEY were in university now!!! If a student wanted to study, he'd attend lectures. Attendance was for the birds. They were no longer high school students.

Or are you? The behaviour of many students at Laurentian wouldn't support this assertion.

University is nothing but one big joke. Books are rarely cracked, nothing is seen but boorish manners, nothing is heard but a lot of noise.

The study room of a library is no place in which to hold a social conversation. It is no place in which to develop the boy-girl relationship. It is no place in which an entrance is made with singing, whistling, or the snapping of fingers. It is no place in which six entrances and exits are made within the space of fifteen minutes. It is no place in which the occupants are disturbed by the playing of a piano, the opening of pop bottles, or the gathering of the clans outside the door. The study room of a library IS a place where the student is able to read, write and work in quiet surroundings.

We are all guilty of talking and disturbing others in the library. But some may plead more guilty to the charge. Science, engineering, and business administration students should remember that consultations with fellow-students about the solving of questions and problems disturbs the whole library, no matter how low you try to whisper. If you must work together on your problems, find an empty lecture room in which to do it. And you wandering Joes of the artsmen, sit down awhile!

Laurentian students aren't only high school students in their behaviour in the libraries, their knowledge of the use of them also places them in this category.

It is deplorable when a student admits that he entered the library for the first time at

Christmas, even worse when one admits in March that he didn't know Huntington had such a selection of books, but the prize of them all is when a "university" student admits that he or she doesn't know how to use the index file in the library. Get with it! Know your library and how to use it. A high school student may get his degree without ever setting a foot in a library, but a university student can't.

A university building is no place in which loud boisterous talk takes place. It is no place in which racing and singing take place in the hallways. It is no place in which students are undressed in the corridors. It is no place in which all hell lets loose when the clock strikes twelve or four o'clock. IT IS a place in which lectures take place at all hours of the day, including twelve, four, and five. It is a place in which a little knowledge is trying to be gained by some. It is a place in which professors and lecturers work and teach. It is a place that needs a certain amount of peace and quiet. Just a little... please?

Treat you like university students!! Why?? Let's have more high-school discipline and maybe then we'll have a university.

ENTICE YOUR MICE with Poisoned Spice Don't Get a Cat!

How would you feel if you, at the first gong of twelve noon with a craving in your tummy for peanut butter sandwiches, snatched your lunch out of the locker, opened the bag and peered into two beady, shimmering eyes and an oscillating mouse snout? Would your reaction be, Ah, what a sweet little beastie! or would it be "Eeeeww!" with a cackle of flailing arms and mile-a-minute legs? In any case, after the initial reaction, you would probably grind your teeth and quiver with rage on discovering that your "daddy bread" had been devoured by the little fiend.

This is the precise mouse trouble that prevailed in the girls' lounge at Huntington College three weeks ago. Most of us, being cultivated ladies of esteem, reacted in a negative manner towards the thieving rodents. In fact, fear ruled everywhere in spite of the efforts of two or three quaffing brave male mouse-catchers. Why, when one girl was jokingly locked in the cellar tunnel between the girls' lounge and the student government office where the strangest scratching and squealing could be heard, in agonizing fear she proceeded to batter the lounge door off its hinges. This extreme action may be ratified for sceptics and scoffers by the janitor who patched it up a couple of days later.

It was obvious to us that some action had to be taken. We got a cat. But "Little Green Eyes" is no aristocratic feline, going about her duties in a genteel manner befitting the ladies who grace the place of repose. "Little Green Eyes" is wild with a craving for ripping silk kerchiefs and practising her mouse pounce on unwary students. It's true that the mice, faced with this monster, have retreated, but we, the girls of Huntington College, wish to declare THAT WE WILL NOT BE RESPONSIBLE FOR ANY LUNCH, ESPECIALLY ONE SMELLING OF SALMON, NOT LEFT UNDER LOCK AND KEY, AND WHICH UNDOUBTEDLY WILL BE CLAWED APART BY THE POIGNANT PAWS OF OUR IMPETUOUS PUSS!

Aulene Maki

Ligue de Quilles 'Laurentienne'

En terminant notre deuxième saison de quilles, nous constatons qu'un grand progrès a été accompli depuis la première saison.

Il est vrai que le nombre de participants a légèrement diminué, mais le nombre d'universitaires a augmenté. L'an dernier, nous avons terminé la saison avec douze équipes, composées, en moyenne, de trois universitaires et de trois garde-malades.

Cette année, douze équipes, formées de quatre universitaires et de deux garde-malades ont terminé la saison. Nous constatons également que l'an dernier, nous avions commencé la saison avec seize équipes, contre quatorze, cette année.

Bien que nous puissions pas attribuer cette diminution au manque de bonne volonté de nos garde-malades, il reste cependant qu'elles en sont responsables en grande partie, lorsqu'elles commencent à travailler après les vacances de Noël et qu'elles se voient dans l'impossibilité de participer assidûment aux joutes.

Cette année sur un total de 66 participants à plein temps, 43 étaient universitaires. Je crois qu'il est possible d'entrevoir le jour où la Ligue de Quilles Laurentienne sera formée uniquement d'universitaires. Il suffirait, pour atteindre cet objectif, d'encourager nos étudiantes à y participer plus activement, car le nombre d'étudiantes est suffisamment élevé pour combler les différentes équipes.

Un autre fait intéressant que nous constatons, c'est que la

compétition était beaucoup plus serrée cette année que l'an dernier. Dans la ligue "A", 15 points seulement séparaient la première équipe de la dernière. Dans la ligue "B", il y avait une différence de 18 points.

Dans les demi-finales de la ligue "A", l'équipe de F. G. Hurtubise élimina celle de J.-G. Leblanc, alors que celle de R. Beaudoin l'emporta sur celle de V. Malette par une faible marge.

Dans la ligue "B", l'équipe de John Byers élimina celle de K. Austin et celle de M. Bélanger vainquit celle de C. Demers.

Les finales se révélèrent plus difficiles. Hurtubise et Beaudoin se disputèrent le championnat de la ligue "A"; l'équipe Hurtubise l'emporta dans une troisième partie décisive, malgré les efforts désespérés de l'équipe Beaudoin.

La ligue "B" termina ses finales plus rapidement, lorsque John Byers anéantit les espoirs de l'équipe Bélanger de rencontrer l'équipe championne de la ligue "A", à la suite de deux parties.

Lundi, le 26 mars, l'équipe Hurtubise et celle de J. Byers se disputèrent le grand championnat, et l'équipe Hurtubise l'emporta à la suite de quatre parties chaudement contestées.

Les gagnants et certaines étoiles recevront leurs trophées, lors d'une soirée qui aura lieu au début du mois prochain.

En terminant, je désire féliciter les champions et remercier tous ceux qui ont contribué à faire de notre deuxième saison un immense succès.

Richard Beaudoin, III

THIS'N THAT OF CABBAGES AND KINGS

by ALLAN CAMPBELL

Shakespearean Tour for Students . . . Students get Second Chance of Seats!

A company from the Stratford Shakespearean Festival toured eleven Canadian universities, and one American university, this winter. The tour was sponsored by the Canadian Council and the participating universities. The tour was conceived as a supplemental aid to university English courses. Originally the performances were to be just for university students, but owing to tremendous interest by the residents of some of the centres to be played, it was decided to leave the decision to open up the performances to the public with the individual university concerned.

The Company played Sudbury on Monday, Feb. 19, under the sponsorship of Laurentian University. Apparently Sudbury was one of the communities in which tremendous public interest was shown in the tour. A column in the local press on Friday December 29, 1961, stated that "the performances in Sudbury on February 19 will have SOME seats available for theatregoers" and that the university committee had decided to open them up "to as many of the public AS SEATING WILL ALLOW".

So what happened?

Laurentian students were able to have their choice of seats for the matinee performance. But when it came to the evening show, they were forced to sit in the balcony. Those of the public holding adult admission tickets were to be seated first on the main floor, then, if there were any seats left, students could fill them. It was only when the public had been seated would a student get a chance at a seat on the main floor. Even those who had come early on purpose to get a seat on the lower floor were directed to the balcony. Yet the main floor was for the most part then still unoccupied.

You'd have thought that it would have been the other way around, or at least first come, first serve.

The tour was originally for university students, but in Sudbury they came second to the public. Admittedly the students got a bargain on their admission price, and adult admission was higher, but where on the ticket did it say that a difference in price meant a difference in choice of seats?

But the Shakespearean performance was not the first time that Laurentian students have had to take a "balcony-seat" to the general public. The same thing happened at last October's special convocation for the Governor-General. Laurentian students were forced to sit in the balcony while all the women in Sudbury were given a chance to show their fur stoles and new hats on the main floor.

What lies in the future? Those balcony seats are too narrow for my long legs.

CHANGES NEEDED FOR NEXT YEAR

Last Spring the student councils of the three colleges agreed to levy a \$5 student fee that would go to the college council in which the student enrolled. This fee was to be collected, free of charge, by the university treasurer on registration day and was to be turned over to the councils. The councils received approximately one-half of the money coming to them in November. They did not receive the remainder until March, 1962, after the 1962-1963 councils had been elected.

Obviously this arrangement was less than satisfactory. And at least one of the councils was without funds of any sort for over two months, and was consequently detained from engaging in any activities that required the spending of money. Moreover, the councils even had difficulty in learning the number of students enrolled in the different colleges and thus could not be certain of what amount of money they were to actually receive.

The college councils were grateful to have the treasurer take the job of collecting the fees, and they realize that it involved a lot of time and work, but they simply can't wait this long to receive their money. Some new method will have to be worked, or the procedure speeded up.

The changing of colleges by students at any time throughout the year also caused much difficulty in determining the amount each college was to receive. A definite date should be set, after which a student is unable to switch colleges. Perhaps the same date on which course changes are no longer allowed? These are only one of the many problems that face the new councils.

Another is that of conflicting social events. The end of March is a good example: on Friday the 30th, Huntington held their banquet and dance; on Saturday the 31st, both a University College students' party and a foreign-students night were scheduled; and on Sunday April 1, the University of Sudbury held its annual banquet. Some students could have wanted to attend more than one of these, but conflicting times might have made it impossible. But at any rate, it was too full a weekend.

What is needed is a co-ordinating committee made up of representatives of SGA and the college councils to see that events are spread out a little more evenly.

MUST WATCH OUT FOR EXTENSION STUDENTS

Some of the university clubs admit extension as well as full-time students to their membership. These extension students pay no student fees to the SGA and therefore are not entitled to receive the same student services and benefits from it as the full-time students.

The SGA will have to watch closely the membership of all university clubs that apply for recognition by it. And the first question that must be asked is, "Does the SGA have the right to recognize clubs made up of non-SGA members? Does it have jurisdiction over such clubs?" If it has, do these clubs have the right to receive grants from SGA? It would only seem just that extension students do not deserve to be subsidized by the full-time students. But what about those who are members of the SGA. They must not be forgotten. Perhaps a grant to such clubs on the basis of the number of their members who are also members of the SGA?

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FOREIGN STUDENTS' NIGHT AT HUNTINGTON

by LINDA MATTHEWS

There are countless ways to learn about other countries. Perhaps one of the best is to listen to people from other parts of the world lecturing on their homelands.

This opportunity was offered to Laurentian students and the public Saturday evening, March 31 when Laurentian University sponsored a "Foreign Students' Night" at Huntington College.

At Laurentian we are fortunate in having among us three students from foreign countries who are extremely good speakers. Zachary Mugambi from Kenya, Ralph Lai from China, and Ezekiel Kanhal from Trinidad spoke on their respective homelands.

Zachary Mugambi gave an informative and interesting lecture on "Kenya, the Centre of Tourism". Mr. Mugambi said that the country of Kenya could be considered the centre of the tourist trade in Africa. The lecture consisted of a general description of Kenya, including the physical aspects, the size, (Kenya is the size of Ontario), the economy which depends on agriculture since there is no industry in Kenya, and the climate which is surprisingly moderate since the country lies on the equator. Mr. Mugambi also added informative comments on the political as-

pects, both past and present, of Kenya.

"Hong Kong, Pearl of the East" was the topic of Ralph Lai's talk. Mr. Lai commented upon the economic importance of the city of Hong Kong whose heavy industry and trade make the city an important port. Other aspects of his lecture included an account of the customs and living conditions of the Chinese people in Hong Kong. Coloured slides of the bustling city (whose name incidentally means "Fragrant Harbour"), were shown along with picturesque scenes of the surrounding countryside showing pagodas and native trees.

"Trinidad, Colourful Calypso Land", was the topic of Ezekiel Kanhal's lecture. Mr. Kanhal spoke of Trinidad as a country where "east meets west" in that there are two cultures: that of the western world and that of eastern countries. For example, the main language spoken on the island is English but another major language is Hindustani (or Hindi). An interesting aspect of Mr. Kanhal's talk concerned education in Trinidad. The University College of the West Indies (in Jamaica) has an agricultural branch in Trinidad called the Imperial College of Tropical Agriculture. Colourful slides showing many aspects of the life and customs of Trinidadians

afforded the audience an overall picture of the island.

After the lectures the audience was invited to attend a "tea" in the social room at Huntington. "Green tea" a traditional Chinese beverage was served and many acquired a taste for the fragrant tea. A dance followed the refreshments.

TWO MEN NEEDED TO FILL FATHER MICHAUD'S POST!

Rev. Lucien Michaud, registrar of Laurentian University, will take a leave of absence for one year in order to complete his theological studies in the Jesuit Order.

Professor E. J. Wiley, assistant professor of classics, and Mr. Leo Paul Demers, the university's translator, will perform Father Michaud's duties during his absence.

Father Michaud will be absent for the 1962-63 term to complete the last of 13 studies for admission to the Jesuit Order. He has been Laurentian registrar for the two years of the university's existence and prior to that was registrar of the University of Sudbury before the university federation took place.

LE COIN DES EPISTOLOGRAPHES . . .

au Professeur Almazan,

J'ai deux questions à vous poser, professeur Almazan.

Dans le récent numéro de Lambda, le 26 janvier, page 6, vous avez écrit un article bref, vigoureux, généreux et optimiste.

Vous dites que plus d'une centaine d'étudiants suivent des cours de français à l'Université. C'est vrai; il y en a même beaucoup plus que cela.

Vous ajoutez que "beaucoup d'étudiants de langue anglaise aimeraient parler en français avec nous." Je le crois volontiers.

Cependant pour faire oeuvre utile, il nous faut deux renseignements précieux: de là mes deux questions:

1—Lesquels parmi ces étudiants sont désireux de converser en français avec nous?

2—A quels moments sont-ils disposés à parler en français? En classe seulement? En public? En conversation particulière?

Nous voulons tous aider ces universitaires, bien sûr. Par contre, nous craignons de les froisser, de les ennuyer, de les embarrasser.

Certains de ces universitaires veulent apprendre le français pour vrai. Ceux-là veulent tout apprendre: le français, la chimie, le russe et tout le bazar, sans fausse honte. Ils sont de vrais intellectuels, des universitaires pur sang. J'en connais plusieurs. Ils savent qu'ils paieraient de \$1,000. à \$5,000. en France ou ailleurs pour apprendre le français et qu'ils peuvent le faire tout aussi bien ici, et gratuitement. Mais, il y a aussi les autres: les timides, les moins-intéressés, les pas-intéressés-du-tout.

Comment faire le choix?

Donnez-nous la réponse et je vous promets toute la collaboration de vos amis.

Prenez mon nom, professeur Almazan. Je suis à votre service.

G. BELCOURT, S.J.

Cher Père Belcourt,

Merci de votre commentaire qui a été la seule réaction à mon "manifeste" du 26 janvier.

Je me permets de vous répondre et vous demander de m'excuser si je vous critique un peu trop, pas vous personnellement, bien entendu, mais toute la population canadienne-française du Nord-Ontario d'un coup. Je me suis levé aujourd'hui d'une humeur très agressive.

Je crains qu'il y ait un malentendu. Vous me demandez "que faut-il faire?" Eh bien, rien! Vous faites tout ce que vous pouvez, vous et tous les autres professeurs. Les étudiants de langue anglaise n'y peuvent grand chose (sauf de temps en temps, comme le cas de cet étudiant qui, sans aucun sens de la discrétion, ni de la politesse, s'adresse exclusivement en anglais à un groupe composé d'une grande majorité d'étudiants français, alors qu'il prétend, dans ma classe, qu'il sait parler français!) Presque toute la corvée revient aux étudiants de langue française. Il y en a qui disent: "Ah! que ces Canadiens-anglais ont de la mauvaise foi!", ou qui se plaignent: "Oh! que notre langue disparaît!", etc. Si on veut être malade, on le sera. Le remède à tout cela est un peu plus de respect pour votre langue, un peu plus de conscience de l'héritage de cette culture qui n'a rien à envier à celle d'aucun autre pays. Je suis méchant, peut-être, que voulez-vous, mais ça fait du mal quand je vois des Canadiens-français écrire sur les enveloppes "Germany", "air mail" ou remplir en anglais les formulaires pour mandats de poste, chèques, déclarations d'impôt et de tolérer qu'au service du "Ontario Hydro" et du "Bell Telephone Company" on vous oblige à parler en anglais. Et tout ça dans une ville où l'élément français est plus nombreux que le britannique! (Cf. "Carte linguistique et ethnographique du Nouvel-Ontario" à paraître le mois prochain).

Mon cher Père Belcourt, il y a beaucoup à faire, mais c'est surtout la jeunesse française qui doit le faire. Rien n'a été fait dans notre ville pour attirer les Néo-canadiens vers la culture et la langue françaises. Si, par exemple, les Italiens adoptent la culture anglo-canadienne, cela est dû en grande partie à l'apathie et à l'indolence des Canadiens-français. Je suis complètement persuadé qu'un peu plus de respect pour votre langue ne ferait que vous gagner de nombreux amis parmi les Canadiens-anglais; croyez-moi.

Votre,

V. ALMAZAN

NOUS DEVRIONS . . .

LEXIQUE DE NOS EFFORTS

Voici l'état actuel de l'enseignement français dans les écoles franco-ontariennes.

1—Les écoles primaires séparées

a) **Situation financière:** aucun problème.

b) **Enseignement:** Toutes les matières sont enseignées en français jusqu'en troisième année. En quatrième année, l'anglais est introduit. De la cinquième à la huitième année, 375 minutes par semaine sont réservées à l'anglais, de même qu'au français. Les matières suivantes: sciences sociales, histoire, arithmétique, religion, musique, arts industriels, économie domestique, sont enseignées en français. Cependant en septième et huitième année, il y a de 20 à 80% d'anglais dans l'enseignement, suivant les régions.

2—Les écoles secondaires bilingues privées.

a) **Nombre:** 54 institutions confessionnelles avec un personnel religieux en forte majorité.

b) **Situation financière:** Les écoles, non subventionnées, doivent imposer des frais de scolarité; **mais les parents des élèves continuent à payer des taxes aux écoles secondaires publiques.** Donc, le personnel religieux enseignant renonce à tout salaire afin que l'institution puisse survivre financièrement et des institutions qui emploient des laïcs n'arrivent pas à faire leurs frais.

c) **Enseignement:** (voir l'article ci-contre).

3—Les écoles secondaires publiques avec classes bilingues.

a) **Nombre:** 31 seulement.

b) **Situation financière:** subvention gouvernementale.

c) **Enseignement:** Les étudiants sont groupés ensemble en neuvième et en dixième année. Ainsi, PARFOIS les professeurs peuvent enseigner la majorité des matières en français. Après la dixième année, les étudiants sont intégrés dans les autres classes. Le français, dit spécial, est obligatoire jusqu'en douzième année inclusivement; en treizième année, il devient matière d'option. Le français spécial et le "basic French" ont droit à cinq périodes par semaine, soit 200 minutes chacun.

CITATIONS

"Si l'Ontario ne réagit pas, et tout de suite, d'ici deux générations au plus le Canada français aura perdu les franco-ontariens.

Les écoles dites bilingues sont des écoles unilingues, de langue anglaise.

Il faut détruire l'école bilingue."

M. Roger St. Denis

ex-président de la société St. J.-B.

Les miettes de la charité . . .

En 1961, environ 10,000 étudiants canadiens-français étaient inscrits aux écoles secondaires d'Ontario, alors que l'on comptait 7,000 étudiants inscrits aux écoles secondaires privées bilingues; ce qui veut dire que plus de la moitié de l'effectif total canadien-français est inscrit dans des écoles où seuls le français et le latin sont normalement enseignés dans la langue maternelle de l'étudiant.

On ne saurait se surprendre alors que tous les étudiants canadiens-français en provenance de ces écoles s'inscrivent dans la section anglaise de l'Université Laurentienne.

En 1961 en Ontario on compte en 9e année 2,000 étudiants; en 10e année 1,400 étudiants; en 11e année 970; en 12e année 620; 13e, 114. On trouve les chiffres équivalents pour la population scolaire de langue anglaise: 9e année 100,000; 10e année 72,000; 11e 21,000.

Première constatation: l'écart entre la neuvième et la douzième est chez les canadiens-français de 70%; chez les canadiens-anglais il est de 80%. Il faut donc conclure que l'étudiant canadien-français semble avoir plus de difficultés à poursuivre ses études que l'étudiant canadien-anglais.

Deuxième constatation: considérant que 570 étudiants fréquentaient la 12e année en 1960, considérant d'autre part que 40% des étudiants canadiens-anglais abandonnent après la douzième année, on devrait retrouver suivant cette dernière proportion 350 étudiants canadien-français en 13e année. On peut justifier les abandons pour les raisons suivantes: a—petit nombre de classes de treizième qui leur soit immédiatement accessible, b—trop anglicisés pour poursuivre leurs études en français, les étudiants ne le sont pas assez pour poursuivre leurs études en anglais, c—un certain nombre quitte pour les écoles normales. On peut se demander la raison de l'écart qui existe entre les 350 étudiants qu'on devrait retrouver normalement en treizième et les 114 qu'on y trouve de fait inscrits; il arrive ceci que les étudiants canadiens-français pour remonter leurs moyennes, à leur avis trop faibles, renoncent au cours de français qui leur est adapté pour prendre un cours de "Basic French", celui précisément que l'on donne aux canadiens-anglais. Seuls, 114 étudiants suivent un cours de français qui leur soit adapté. Les autres renoncent au seul cours qui pourrait contribuer efficacement à leur culture française. Ces étudiants toutefois ne poursuivront pas moins leur études universitaires en anglais: il est facilement compréhensible qu'un étudiant canadien-français après cinq ans d'anglicisation soit incapable de poursuivre sa formation universitaire en français, certainement pas avec un cours de "Basic French".

Cet état de fait demeurerait jusqu'à un point compréhensible dans un milieu à forte concentration anglaise; mais dans une ville comme Sturgeon Falls par exemple où la population est française dans une proportion de 80%, il est ridicule que l'enseignement se fasse en anglais, à l'exception, (c'est déjà beau) des cours de français.

. . . ou la chance d'apprendre le français en français !

APRES LES MIETTES . . . LES OS !

Les statistiques les plus récentes indiquent qu'il existe, dans l'Ontario, 54 écoles secondaires bilingues privées; 42 de celles-ci donnent l'enseignement à 7,254 élèves, dont 2,834, garçons et 4,140 filles.

Dans un grand nombre de ces écoles, une partie considérable de l'enseignement se fait en anglais. Les résultats d'une enquête récente nous révèlent clairement la situation. En effet, de ces institutions, 6 enseignent l'éducation physique en français, 2 en anglais; 3 enseignent la géographie en français, 8 en anglais; 15 enseignent l'histoire en français, 22 en anglais; 22 enseignent le latin en français, 5 en anglais; 7 enseignent les mathématiques en français, 20 en anglais; 5 enseignent les sciences en français, 29 en anglais.

Il est évident que l'enseignement se donne en très grande majorité dans la langue anglaise, ceci, afin de se conformer aux exigences du ministère de l'éducation dont les examens de treizième année doivent être faits en anglais.

Sur 24 écoles de cette même catégorie, le pourcentage de l'enseignement offert en français est le suivant: (le premier chiffre indique le nombre d'institutions): 1 (15 p.c.) 2, (25 p.c.); 3 (33 p.c.); 5 (40 p.c.); 6 (44 p.c.); 4 (50 p.c.); 2 (56 p.c.); 1 (60 p.c.); 1 (65 p.c.) 1 (85 p.c.)

Il existe présentement une institution—le collège du Sacré-Coeur qui se soustrait à cette catégorie; l'enseignement y est donné exclusivement en français. Cependant, pour cette raison, les étudiants de treizième année ne peuvent subir les examens du gouvernement.

Il est donc évident qu'avec un pareil régime, il est impossible de maintenir un niveau d'enseignement français en ces institutions aussi élevé que dans un milieu homogène français. Mais il est aussi évident qu'il faut parvenir à un niveau aussi élevé, si nous voulons que les étudiants franco-ontariens puissent posséder la culture française, QUI EST LA LEUR EN FAIT ET EN DROIT.

Les écoles privées ont l'avantage sur les écoles publiques de réunir tous les étudiants canadiens-français d'un milieu donné et de les maintenir dans un climat français. Mais la cause du français est loin d'être gagnée; elle ne le sera que dans la mesure où les professeurs s'exprimeront en français la majorité du temps et que les manuels seront rédigés en français.

L'UNESCO, après une enquête dans 44 pays, recommande la plus extrême prudence dans l'initiation à une langue seconde.

M. Marcel de Corte (Belgique) déclare: "L'étude de deux langues à l'école primaire est une pure perte de temps".

Le docteur Edouard Pichon (France) explique: "On ne saurait imposer l'étude d'une seconde langue à l'école primaire, car il y aurait nécessairement conflit entre deux modes de pensée".

NOUS NE SOMMES . . .

... ETRE 200

L'histoire de nos complaisances

Mais il n'y a pas que l'école à nous causer des difficultés. Il s'agit de venir à la source du problème, c'est-à-dire à l'étudiant même. L'étudiant sera conscient ou non de son individualité canadienne-française que dans la mesure où sa formation antérieure aura favorisé cet éveil. Or cet éveil provient de l'ambiance familiale et sociale qui l'accompagne pendant toute sa vie scolaire. On doit entendre par éducation familiale et sociale, tout ce par quoi est influencé le franco-ontarien à la maison d'abord, au niveau de la société ensuite.

Premièrement il faudrait qu'à l'instar du Québec qui professe un bilinguisme non seulement théorique mais de fait, il y ait en Ontario, du moins reconnaissance pratique de cette même dualité ethnique. Mais faut-il mettre en cause la seule indifférence des canadiens-anglais, ou plutôt accuser notre propre passivité? Disons que notre passivité sert l'indifférence des autres.

Les moyens privilégiés de culture populaire, en cet âge moderne, sont la télévision, la radio, le cinéma, les journaux. Dans la seule région de Sudbury où plus du tiers des habitants est canadien-français, ces moyens ne rendent pas justice au besoin réel de la population. La télévision qui dessert une population de 110,000 habitants dont 40,000 canadiens-français, se plaint à limiter sa programmation française à une heure par jour, alors que le poste est en ondes treize heures par jour. La radio française accommode ses heures d'émission au rythme du soleil et termine sa programmation de tous les jours avec le coucher de Phoebus! Le **DROIT**, le seul quotidien français de la région n'a qu'une circulation infime si on la compare à celle du **STAR** qui a une distribution sept fois plus élevée (**remarquons que les nouvelles du DROIT à l'heure où elles sont publiées ne sont plus nouvelles en raison de problèmes de transport insolubles**).

Mais il y a plus encore. Dans les rues de Sudbury on ne voit uniquement que des panneaux-réclames anglais. Il n'y a aussi que des films anglais, américains, allemands, russes... mais jamais de films français, pas même doublés ou avec sous-titres. **Nous nous résignons facilement à employer la langue anglaise dès qu'il s'agit de faire des affaires.**

Résumons-nous! Là où vivent 40,000 canadiens-français sur une population totale de 110,000, une heure de télévision par jour, à la radio un nombre d'heures en ondes nettement inférieur à chacun des postes anglais, et un journal qui n'est pas arrivé, pour des raisons techniques, à répondre aux intérêts immédiats du lecteur moyen. Dans le monde du commerce, nous sommes loin d'occuper la place qui reviendrait à un groupe qui compose le tiers de la population.

Et alors, que faire? Quand tous ces éléments concurrents oppriment la mentalité de la famille franco-ontarienne, que nous reste-t-il? Un monde passif? Un groupe inconscient? Un peuple schizophrène?

Enfin pourquoi la langue française est-elle devenue à ce titre, désuète, vieillotte ou simplement inexistante sur le plan social?

Décidément, si l'enquête relative à notre situation scolaire manifeste l'évidence que toutes nos difficultés ne relèvent pas de notre unique responsabilité (encore que l'on doive signaler qu'aucune tentative collective n'ait été tentée auprès du gouvernement aux fins d'obtenir un secondaire français) il faut quand même reconnaître de notre part une soumission passive qui nous a fait accepter facilement d'être traités en parents pauvres.

Nous croyons que...

Tout individu, dans une société libre, a le droit de réaliser sa personnalité et d'avoir accès aux sources de sa culture.

Tout homme cultivé est celui qui est capable d'exprimer avec nuance sa pensée et ses sentiments grâce à une connaissance approfondie de sa langue, des manières de pensée propres à son génie.

Dès lors, l'idée d'une double culture est une erreur: tout enseignement où les deux langues sont employés indistinctement en période de formation de l'étudiant ne peut que produire des esprits incapables de former leur pensée clairement.

De plus il est absolument nécessaire que l'enseignement primaire, secondaire, jusqu'au baccalauréat, inclusivement, donne une préférence exclusive à la langue maternelle. Il est nécessaire encore de pouvoir parler un anglais impeccable pour nous, franco-ontariens; mais l'enseignement de cette langue ne doit pas être donné au détriment de la langue française.

Puisqu'au Canada la langue française est officielle au même titre que la langue anglaise, nous croyons que nous avons le droit de nous exprimer dans cette langue et qu'en conséquence nous devons posséder les moyens de l'apprendre.

Puisque le gouvernement de l'Ontario a déjà approuvé l'enseignement français qui se donne au niveau primaire, a déjà sanctionné le caractère bilingue de l'université Laurentienne, il est logique que cette approbation soit donnée au niveau secondaire, puisqu'il est indispensable que l'étudiant qui a reçu son éducation primaire en français poursuive en français à l'école secondaire et qu'il n'aille pas perdre son temps à acquérir un autre mode de pensée qui lui est étranger...

Donc, nous réclamons...

Nous réclamons, à titre d'êtres humains et libres, et en vertu du droit que nous avons de parler la langue française, que nos institutions d'enseignement secondaire françaises déjà existantes soient reconnues par le ministère d'éducation d'Ontario et que d'autres soient créées là où cela est nécessaire.

Nous réclamons encore la création d'un collège d'éducation qui formera des éducateurs de langue française aptes à enseigner dans les écoles secondaires françaises.

Bref, nous réclamons pour notre population française un enseignement français à tous les niveaux: primaire, secondaire, universitaire, et l'accès des sources de culture propres à son génie. Nous réclamons pour notre minorité canadienne-française les mêmes droits dont jouit la minorité anglophone du Québec.

Une enquête faite récemment auprès des élèves du Collège du Sacré-Coeur révèle qu'à treize ans, 60% des élèves s'expriment plus facilement dans la langue française; à quinze ans 65% s'expriment plus aisément en français; à dix-sept ans 72% sont plus à l'aise dans leur langue maternelle. A ce rythme de progression, nous constatons que lorsque les étudiants atteignent le baccalauréat, 90% d'entre eux s'expriment spontanément en français.

Ces statistiques montrent avec quelle lenteur l'étudiant se familiarise avec sa langue maternelle dans un milieu où l'influence anglaise est aussi puissante que dans la nôtre. Elles soulignent le besoin qu'ont nos étudiants d'un contact permanent avec la culture française.

Nous suggérons qu'une pétition réclamant la reconnaissance des écoles secondaires françaises soit présentée au ministère de l'éducation avec l'appui de tous les étudiants universitaires de l'Ontario, aussi bien anglais que français.

MESSIEURS

Jean-Marc Baril,
Clément Dumas,
Claude Hurtubise,
Victor Lapalme,
Aubert Paquette,
Gérard Sylvestre

ont collaboré à la rédaction

de ces pages.

QUE 90 POURQUOI?

SHAKESPEARE COMES TO TOWN: by linda matthews



Following the evening performance the Stratford Players received seven curtain calls. The entire company, seen on stage from left to right are: Eric Christmas, Amelia Hall, Wil-

Ham Needles, Douglas Rain, Kate Reid, Leo Ciceri, Pat Galloway, Peter Donat and Bruno Gerussi in back. (Michael Learned was not on stage at the time this picture was taken).

A BRIEF HISTORY OF THE CANADIAN STRATFORD FESTIVAL

The Stratford Shakespearean Festival has been in existence in Stratford, Ontario, since 1953. Tom Patterson, a resident and journalist of the town, conceived the idea of having a Shakespearean Festival in Canada. Mr. Patterson, along with the interested citizens, actors, and members of the Stratford City Council, contacted the famous English director, Tyrone Guthrie, in 1952. Mr. Guthrie was delighted to learn of the enthusiastic group in Canada. He arrived in Canada the same year, and the enterprise began to take form.

Alec Guinness, in England at the time, was contacted, and agreed to lend his support to the Canadian project.

In the summer of the 1953, only one year after the project was begun, spectators crowded into the huge canvas tent to watch the production of "Richard the Third". The production starred Alec Guinness, and he was supported by a cast of Canadian actors and actresses. Visitors came from as far away as Florida and Texas that first year, and the total attendance was 98% of the seating capacity!

The Canada Council, the Federal and Provincial governments, and interested individuals and business firms, supplied the financial support needed to establish and maintain the Festival.

Many changes have taken place at Stratford since that first memorable year. In 1957 a permanent theatre building replaced the original tent. The unique feature of the new building is the stage. It juts out into the centre of the auditorium; the farthest spectator sits only 65 feet from the stage. The stage has seven acting levels and six major entrances; and there are, of course, the traditional Elizabethan balcony and trap-door.

The Stratford Shakespearean Festival is not limited to the production of Shakespearean plays. Some of Moliere's plays have been staged at Stratford. Opera was introduced in 1956. Among others, "The Beggar's Opera", "The Turn of the Screw" have been presented; as well as Gilbert and Sullivan's "H.M.S. Pinafore" under the direction of Tyrone Guthrie. Additionally, there are film festivals, exhibitions of Canadian art, and musical concerts.

An interesting aspect of the production of Henry the Fifth in 1956 was the presence of well-known French-speaking actors from Quebec province, such as Gratien Gelinas, Guy Hoffman, and Jean Gascon.

An event of interest to Sudbury residents took place in December 1957 when the classical drama "Peer Gynt" was produced on CBC television. The Canadian actor, Bruno Gerussi, played the lead role.

The International Nickel Company of Canada sponsored this program, which was the first television appearance of the Stratford Shakespearean Festival Company.

The audience attendance increase at Stratford every summer is indicative of the fact that the Festival is gaining in world-wide fame. Not only were there registrations from every province in Canada, and every state in the United States, but, as well, there were visitors from France, Sweden, Italy, Germany, South Africa, New Zealand, Trinidad, Britain, Australia, French West Africa, Southern Rhodesia, Uruguay, and other countries.

THE UNIVERSITY TOUR

In 1957, the Stratford Shakespearean Festival Company came to the Festival Company launched its first winter tour.

And this year, 1962, in co-operation with eleven Canadian universities, and one American university, the Stratford Shakespearean Festival Company went on tour again. In this project the universities undertook half of the expense.

The tour was arranged with the idea that it would contribute to the study of English and particularly of Shakespeare.

On Monday, February 19th, The evening performance,

the Festival Company came to Sudbury, sponsored by the Laurentian University.

Under the title "Two programs of Shakespearean Comedy", Michael Langham, artistic director of the Festival, arranged two programs for the Sudbury audiences. On Monday afternoon the players, dressed in contemporary street clothes, presented a "planned rehearsal" which revealed how actors and their director approach certain Shakespearean scenes.

The evening performance,

ERIC CHRISTMAS—an interview

As Mr. Christmas is well known for his roles as a comedian, I asked him whether he would recall any particularly amusing incident that happened at Stratford. Immediately he described the sad scene in "Hamlet" in which the dead Ophelia is being lowered into the grave, (a trap door in the Stratford stage). One of the attendants standing near the trap door lost his balance and fell in after Ophelia. One may imagine the effect on the audience.

"Mr. Christmas, did you enjoy playing in Sudbury?"

"Yes, very much. It is a pity there were not more university students at the afternoon performance."

"Do the Stratford players plan to come to Sudbury again next year?"

"I don't know. I hope this type of tour sponsored by the universities will be continued. I wish we were here for a longer time. This has been a quick trip."

"Has the introduction of art exhibits and other non-Shakespearean forms of art been helpful, or detrimental to the Canadian Stratford Festival, as a Shakespearean enterprise?"

"No, they have not been detrimental. The exhibits and concerts have helped to stimulate interest in the Festival."

"What is your opinion of having Shakespearean actors in con-

temporary attire, rather than in Elizabethan costumes?"

"I don't think it takes away from the Shakespearean atmosphere. In the evening performance, here in Sudbury, the costumes in each play were from a different period. The clothes for each role are especially made to order, according to the period interpreted by the director."

"Was there any particular role on CBC-TV that you could call your favourite?"

"I enjoyed very much playing the part of the prisoner in "The Big Wheel" with Bruno Gerussi."

"Has the filming of Shakespeare's plays been successful?"

"I would say that Julius Caesar was the best on film, with Edmund O'Brien. I enjoyed it very much."

"How should a person, interested in drama, and acting make a start in Canada?"

"In Canada it is very difficult, but I believe the best way, if possible, is through plays put on at the universities, for a beginning."

"How did you start acting, Mr. Christmas?"

"When I finished High School, I was told that the only thing I could do was to act. I guess I'm like the main character in "The Verger". Had I continued in school, I probably never would have gotten into acting as a career."

LEO CICERI—an interview

Leo Ciceri played the part of Essex, the ill-fated lover of Queen Elizabeth the First of England, in the CBC production of "Elizabeth the Queen", shown recently on TV. It was reported that he had only a few days to rehearse the part. I asked him if that was not a difficult assignment, in view of the short time available for preparation.

"Well, I had only ten days to rehearse, but I have done it before. For some other roles, I had even less time to rehearse."

"How does acting in a filmed production compare with acting in a live stage production?"

"Acting before the camera is much more difficult. An actor has to be continually conscious of where the camera is."

"But, isn't a film production easier because you film it in scenes?"

"No, we film the play all at once. You have to know your part just as well as you do for a stage production."

"What is your opinion of some

of the Hollywood productions of Shakespearean plays such as "Julius Caesar"?"

"I didn't like Julius Caesar, but I thought Lawrence Olivier's Henry V was excellent."

"Did you enjoy playing for the Sudbury audience?"

"Yes, very much. We felt they were warmly receptive for both performances."

"How would you compare playing for an adult audience to that of high school students?"

"Younger people usually constitute a "freer" audience. Incidentally Lawrence Olivier is opening a new theatre in England, for the purpose of reaching a younger audience."

"Do you think that the Canadian Stratford Festival is becoming better known?"

"Yes, it is gaining in world-wide interest."

"Have you ever played under Tyrone Guthrie, the famous English director who was the first director of the Canadian Stratford Festival?"

"No, I haven't. Mr. Guthrie is to be commended on playing a major role in the initiation of the Festival, and Michael Langham, the present director, deserves praise for building upon the foundation Mr. Guthrie laid down."

"Which Shakespearean character would you like best to play?"

"Perhaps King Lear or Macbeth, ten or fifteen years from now."

BRUCE SWERDFAGER - an interview -

Besides acting in plays at Stratford and at the Crest Theatre in Toronto, Bruce Swerdfager has also played on Broadway under the direction of Tyrone Guthrie. Mr. Swerdfager was the first actor to receive the Tyrone Guthrie award at Stratford, Ontario. He also received other awards for his acting. He acted

(Continued on page 7)



Leo Ciceri, left, and Mr. Regimbal, Dean of Men

BRUCE SWER

(Continued from page 6)
during the first 4 years of the Festival at Stratford.

"Mr. Swerdfager, apart from being Manager of this University Tour, what is your main work at Stratford?"

"I am the theatre and company manager."

"Do you think that the production of contemporary plays such as 'Canvas Barricade' was a major factor in the increased attendance at Stratford last year?"

"No, I don't. The author of 'Canvas Barricade', Donald Jack, was the winner of the Canadian Playwriting Competition, the purpose of which was to encourage Canadian playwrights. Part of the prize was to have the winning play produced on the Stratford stage. We need to encourage Canadian playwrights: we have many wonderful actors in Canada, but we must have more good plays for them to act in."

"Do you think the introduction of concert music and exhibits of Canadian art have been helpful or detrimental to the original plan which was exclusively the production of Shakespearean plays?"

"The paintings of Canadian artists, the music of Canadian composers, and the plays of Canadian playwrights, broaden the scope of the Festival. Our aim is not merely the production of Shakespearean plays."

"Have any notable changes been made in the Festival Theatre at Stratford, Ontario?"

"After using the stage since 1957, the Company felt that the physical nature was more appropriate for Shakespearean comedies than for his histories and tragedies. This year four of the 9 pillars have been removed from the stage, and the side entrances onto the stage have been widened. This renders the stage more spacious, and masculine, and it is now better suited for action."

"What plays are scheduled for the 1962 season?"

"Macbeth, The Tempest, Taming of the Shrew. We are also doing Edmund Rostand's play 'Cyrano de Bergerac'."

KATE REID**- an interview -**

"Do you think the University tour has been successful so far?"

"Yes, fantastically so."

"Do you enjoy playing to an audience of young people?"

"Yes, young people appear to become so involved in the play that you have to give the play everything you have. Younger audiences also seem more capable of catching the subtleties."

"What is your favourite role?"

"The one I am going to play this summer at Stratford, Ontario: Lady Macbeth. I am delighted over it and I am keeping my fingers crossed."

Seeing Miss Reid in her portrayal of Portia in 'The Merchant of Venice', it was easy to understand why Kate Reid won the Liberty award for the best actress of 1961. Recent TV plays in which she has appeared include 'The Day of the Dodo' with Bruno Gerussi, and 'The Prize Winner'.

DOUGLAS RAIN**- an interview -**

"Has the tour been successful so far?"

"Yes, very much so. This year's tour was intended as a modest beginning, and was aimed at encouraging interest in Shakespeare's plays and, of course, drama in general. We

hope to find the interest even greater next year. United States citizens are deeply interested in Canadian Stratford."

"What other universities are you visiting on this tour?"

"Carleton University, Ottawa; McMaster University, Hamilton; Western University, London, Ontario, are some."

Douglas Rain is a Winnipeg actor. He trained with the Old Vic Theatre in England and, in 1953, returned to Canada to appear in the first Festival production at Stratford. Therein he assumed the roles of the Marquis of Dorset and Sir James Tyrrel in 'King Richard III'. Mr. Rain has played numerous roles at Stratford, and has also taken a prominent part in radio, television and Toronto stage productions.

BRUNO GERUSSI**- an interview -**

Bruno Gerussi, Stratford actor, talking with Linda Matthews.

"Mr. Gerussi, how did you get your start in acting?"

"In high school in British Columbia, I was interested in medicine. However, the part I played in a high school play won me a scholarship to the Banff School of Fine Arts. I went to the United States, then returned to Canada. I believe that what I want to do in theatre exists in Canada."

"What has been your favourite role, Mr. Gerussi?"

"Playing the lead in 'Romeo and Juliet'."

"Why did your company decide to play scenes from Shakespearean comedies only, on this tour of the universities?"

"Shakespearean comedy is more acceptable to an audience, especially for the first time."

"There was an increase in attendance at Stratford in the 1961 summer season. To what do you attribute this, particularly?"

"More people are coming to Stratford because they KNOW they will be entertained. There has been a surprising proportion of persons from the United States."

"What is your opinion of having the Shakespearean actors in present-day attire?"

"I think it is exciting. The 'modern' dress used in 'Taming of the Shrew' pertained to no particular period. Also when the Canadian Players produced 'Julius Caesar', the costumes had the flavour of many periods."

"Could you enlarge on the subject of the need for entertainment, Mr. Gerussi?"

"Well, I would say, rather, that all people do not come to the theatre primarily for entertainment. I believe that every man, regardless of his circumstances educational or

financial, has something in his mind which relates him to the theatre. Man's imagination has gone ahead by leaps and bounds scientifically, but I believe the best of man's imagination has been subdued and formalized. Man's potentialities in the arts have not reached the heights which they could, and that is partly the trouble with the world."

PAT GALLOWAY**- an interview -**

"Miss Galloway, what has been your favourite role?"

"Joan" in George Bernard Shaw's play 'St. Joan'."

"Why was it your favourite?"

"Well, I think it was one of the best parts ever written for an actress. It was a great challenge for me."

"Do you think that the increased attendance at Stratford last year was due to the fact that publicity regarding the Festival is reaching more people?"

"Well, surely it is not the publicity alone, but possibly the quality of the acting."

Miss Galloway was recently seen in the CBC-TV play 'Elizabeth The Queen', wherein she played the role of the lady-in-waiting.

WILLIAM NEEDLES**- an interview -**

"Mr. Needles, in your opinion, has the tour been successful, so far, in cultivating a greater interest in Shakespeare?"

"Yes, it has been eminently successful in this respect."

"Did you enjoy playing in Sudbury?"

"Yes, very much. I've been here before, on tour with the Canadian players."

"Do you prefer to act in contemporary plays such as 'Mr. Sycamore', or in Shakespearean plays?"

"I find one type just as challenging as the other. The Shakespearean play requires more training, of course."

"You acted as narrator in the evening performance here in Sudbury. Do you prefer narrating to acting?"

"I would rather act. I have done quite a lot of narrating for TV plays and for the National Film Board."

"How did you get your start in acting?"

"I started acting in plays while I was going to high school in Kitchener, Ontario."

"What type of role do you like best?"

"I enjoy portraying comedy characters such as Sir Nathaniel, the curate, in 'Love's Labour Lost'."

"What role would you like most to play?"

"My ambition is to play in one of Bertolt Brecht's plays such as 'Mother Courage', or 'Caucasian Chalk Circle'."

"How long have you been at Stratford?"

"I was there the year the Festival started (1953)."

"Do you remember anything of particular interest about that first year?"

"Yes. I remember the first evening we rehearsed in the new tent. It rained and the heat was stifling, but we were thrilled to see the tent finally erected. I remember Tyrone Guthrie saying the acoustics were so bad he could not distinguish the actors' words."

CAPACITY CROWDS IN WESLEY HALL

Dr. Samuel P. Huntington, associate director of the Institute of War and Peace Studies of Columbia University, New York City, lectured in Sudbury on Feb. 21 and 22.

Dr. Huntington's two lectures were part of the 1962 public lecture program of Huntington University.

An interview with Michael Learned and Peter Donat (Mr. & Mrs. Peter Donat)

"Mr. Donat, are you a relation of the late Robert Donat, the famous English and Hollywood actor?"

"Yes, I am his nephew. We are the only two in the history of the family who got into acting. He was delighted when I got going."

"Miss Learned, have you enjoyed performing here in Sudbury?"

"Oh, yes, I loved it here. I'd come to live here anytime. At the reception tonight, the people were so warm, so giving of themselves. I have been in so many cities where the people took an interest in us only as actors and actresses, not as people. I was just delighted to be able to communicate so readily with the audience."

Mr. and Mrs. Donat were enthusiastic about Sudbury. They

asked me many questions about the city, including our year-round weather, and contrasted it with that of Southern Ontario. Sudbury is most northerly point of their tour.

Miss Learned had seen the red slag pouring down the slag hill at night, and wished to have this explained to her. She was keenly interested in learning about the nickel industry which has made Sudbury famous.

Her husband, Mr. Donat, then inquired whether a capacity audience had attended both performances, and wished to know the seating capacity of the high school auditorium. I told her I believed it was 700, and that it had been filled for both performances.

When I asked Mrs. Donat what her favourite role was, she replied, "Peter Donat's wife".

AMELIA HALL - an interview

"What is your favourite Shakespearean role, Miss Hall?"

"I have enjoyed many Shakespearean roles. I think one of my favourites is perhaps Maria in 'Twelfth Night'. I also enjoyed playing in the stage production of 'Come Back, Little Sheba' at the Crest Theatre in Toronto."

"I understand you have played opposite Alec Guinness..."

"Yes, I took the part of Lady Anne in Richard III, the first year of the Festival. Alec Guinness, of course, had the

title role. He is a brilliant actor. One's enjoyment of a role depends a great deal on whom one is playing with, and who is directing. It is most rewarding to play in something one feels is well done, even though one may have a lesser role."

Amelia Hall is well-known for her work both in acting and directing in Repertory Theatre in Ottawa, and she has had many roles in radio, television, and at the Crest Theatre in Toronto, besides her acting at Stratford, Ontario.

THE VALUE OF THE VISIT

We at Laurentian University greatly enjoyed and appreciated the opportunity of seeing the Stratford Shakespearean Festival Company perform. The University Tour cannot fail to give a strong impetus to the interest in Shakespearean plays, and dramatic arts in general.

Meeting and talking with the dynamic and friendly players from Stratford was a thrilling and unforgettable experience for me. The coming of the Stratford Shakespearean Festival Company opens up new dramatic horizons for Sudbury in general, and for the students of Laurentian University in particular.

We trust that the Stratford players realize how deeply we feel indebted to them for their visit to our city; and we hope for a return engagement in the coming year.

As Canadians we are proud of the renown that the Stratford Festival has achieved for Canadian theatre.

L. M.



A section of the audience immediately following the performance. Many Laurentian dignitaries can be seen in the foreground.

ACKNOWLEDGEMENTS — Thanks to professors E. Benson and D. Monk for suggesting interview topics, to Mrs. Betty Meakes for making it possible for me to attend the reception, and to Jim Canning and Doug Cunningham for taking pictures.

mas of Deterents'.

Dr. Huntington has a distant family connection with the pioneer preacher for whom Huntington University is named. Dr. Huntington's family is descended from the early American colonists who are also the forebears of the Upper Canada Huntingtons.

